

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	4
Main Subject:	Social Studies
Big Idea:	Metis community in Manitoba
Title:	ST. LAURENT: A LIVING CULTURE
Cluster:	Living in Manitoba, History of Manitoba
Duration:	5–6 weeks
Materials:	PowerPoint, BLMs, internet, paper, pencils, pencil crayons or markers. Items for any Metis games you would like the students to play: rope, mats, heavier items to carry or flip, baseball equipment, horseshoe equipment, and/or string.
Short Description:	This inquiry unit is designed to introduce learners to a living, thriving Metis community that began in the early 1800s: St. Laurent, Manitoba. Students have the opportunity to learn who the First Nations and Metis people are and to learn about the community of St. Laurent. Students discover St. Laurent's spirit through exploration of Metis symbols, history, language, food, fishing, sash use, beading, games, and celebrations. The unit was designed to be primarily teacher- or caregiver-led with some independent work completed by the student.

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/framework/grade4.pdf

KI-005, KI-006, KI-006A, KI-006F, KI-007, KI-007A, KI-008, KI-008F, KI-009, KI-009A, KI-009F, KL-020, KL-020A, KL-024, KL-025, VI-003, VI-004, VL-006, VL-006A, KI-010, KI-011, KI-011A, KI-012, KI-012F, KL-026, KH-033, KH-034, KH-035, VH-008, VH-009

Mathematics: www.edu.gov.mb.ca/k12/cur/math/support_gr4/index.html

4.N.3, 4.SS.1, 4.SS.2

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/framework/index.html

Grade 3 to 5 Band Practices, Elements and Descriptors—Language as Sense Making, Language as System, Language as Power and Agency, Language as Exploration and Design

Visual Arts: www.edu.gov.mb.ca/k12/cur/arts/index.html

A–C1, A–C2, A–C3

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X	X	X	X				X	X	X

Original concept created by: J. Fast, K. Berezka, R. Bruce, R. Millar, and C. Millar-Courchene

LEARNING EXPERIENCES AND ASSESSMENT

Question: How are the land and culture important to the people of St. Laurent, Manitoba?

Teacher's instructions

This project was made possible through the important contributions of the following St. Laurent community members:

Roland Bruce—Community Member and Volunteer

Raymond Millar—Community Member, Local Musician, and Volunteer

Crystal Millar-Courchene—Local School Principal & Former Community Member

The learning experiences in this unit reflect the following general learning outcomes: Identity, Culture, and Community; The Land: Places and People; Historical Connections; Power and Authority; and Economics and Resources.

Follow the PowerPoint and slide notes for extra information, suggestions, or alternate ideas. Animations are embedded into the PowerPoint to facilitate the pacing of the lessons. The BLMs and rubric were created to support the learning but may be omitted, changed or adapted as is necessary. When possible, it is suggested to co-create criteria for the activities with the students. The activities and learning experiences may be adapted, rearranged, or reduced to only a few of the activities as makes sense for your context. For example, you may decide to use a jigsaw strategy for some activities. Expectations may be amended up or down depending on student interests, skills, and availability.

Links to related activities:**Gabriel Dumont Institute: Metis Museum resources**

- N is for New Nation map: [The Virtual Museum of Métis History and Culture \(metismuseum.ca\)](http://www.metismuseum.ca)
- I is for Infinity Flag: [The Virtual Museum of Métis History and Culture \(metismuseum.ca\)](http://www.metismuseum.ca)
- B is for Beadwork: [The Virtual Museum of Métis History and Culture \(metismuseum.ca\)](http://www.metismuseum.ca)

Teacher Notes about First Nations in North America:

Assembly of First Nations (AFN)—It's our Time Tool Kit

<https://education.afn.ca/afntoolkit/learning-module/pre-contact-2/>

<https://education.afn.ca/afntoolkit/wp-content/uploads/2018/05/Plaintalk-2-Pre-Contact.pdf>

Metis provincial political organizations:

Manitoba: www.manitobametis.com/

Saskatchewan: <https://metisnationsk.com/>

Alberta: <http://albertametis.com/>

British Columbia: www.mnbc.ca

Ontario: www.metisnation.org

Metis provincial educational resources

Manitoba: www.louisrielinstitute.com

Saskatchewan: <https://gdins.org/>

Alberta: www.rupertisland.org

British Columbia: www.mnbc.ca/mnbc-ministries/education/

Ontario: www.metisnation.org/programs-and-services/education-training/k-12-education-support/k-12-metis-education-kit/

Metis provincial YouTube channels

Manitoba: www.youtube.com/user/ManitobaMetisMMF

Saskatchewan: www.youtube.com/user/gabrieldumontins

Alberta: www.youtube.com/channel/UCXflb0bgoSC02714le9bPPg/videos

British Columbia: www.youtube.com/channel/UCV-L3mbG7dwBG9LXRaqvXqA/videos

Ontario: www.youtube.com/user/m8tisnation/videos

Resources that may be purchased but are not necessary to the unit:

[K-12 Métis Education Kit/K-12 Trousse d'éducation métisse](#)

(Métis Nation of Ontario, metisnation.org)

Step-by-step instructions for students

Enjoy the learning by noticing, wondering, asking lots of questions, sharing your thinking during discussion times, and thinking about what life is and was like in the Metis community of St. Laurent and why important to learn about St. Laurent and Metis communities in Manitoba. Follow the teacher instructions, PowerPoint, and Blackline Masters.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 4: Blackline Master 1: St. Laurent KWL.docx
Grade 4: Blackline Master 2: Create Your Own Flag.docx
Grade 4: Blackline Master 3: Vocabulary Builder.docx
Grade 4: Blackline Master 4: Metis Communities in Manitoba: True or False.docx
Grade 4: Blackline Master 5: Connection to the Land: Seasons in St. Laurent.docx
Grade 4: Blackline Master 6: St. Laurent Timeline.docx
Grade 4: Blackline Master 7: Comparing Life in St. Laurent Today to Life in the 1820s.docx
Grade 4: Blackline Master 8: Michif-French Vocabulary Builder.docx
Grade 4: Blackline Master 9: Commercial Fishing Video Reflection.docx
Grade 4: Blackline Master 10: Trip Planner to St. Laurent.docx
Grade 4: St. Laurent: A Living Culture Rubric.docx

St. Laurent KWL



K

- What do I already know?

-



W

- What do I wonder?

-



L

- What have I learned?

-

Blackline Master 2

Create Your Own Flag



Blackline Master 3

Vocabulary Builder

Write the definition beside 5 of the words and draw a picture for those 5 that will help you remember what the word means.

Key Word	Definition	Picture
Indigenous		
Metis		
Resistance		
Michif-French		

Bombardier		
Infinity		
Culture		
Symbol		
Oral tradition		

Definitions adapted from [Oxford Advanced Learner's Dictionary at Oxford Learner's Dictionaries](#) and [The Canadian Encyclopedia](#) and [Dictionary.com](#) | [Meanings and Definitions of Words at Dictionary.com](#)

Blackline Master 4

Metis Communities in Manitoba: True or False

Guess which of the following statements are True and which are False.

Statement	T or F	Comment
Metis people in St. Laurent take part in ice fishing.		
The Metis flag is green and white.		
English, French, and Michif are languages spoken in St. Laurent.		
A bombardier is used for trapping.		
There is a museum display about Metis people of Manitoba at a museum in the United States.		
Louis Riel died of old age in Manitoba.		
The fiddle is an important part of Metis music.		
Manipogo is a legendary monster found in Lake Winnipeg.		
Traditional and modern ways of life are evident in St. Laurent.		
There are Metis cultural festivals in Manitoba communities.		

Blackline Master 5

Connection to the Land: Seasons in St. Laurent

Choose one thing from each of the seasons on the St. Laurent Connections to the Land slide and explain why you like it or are interested in it.

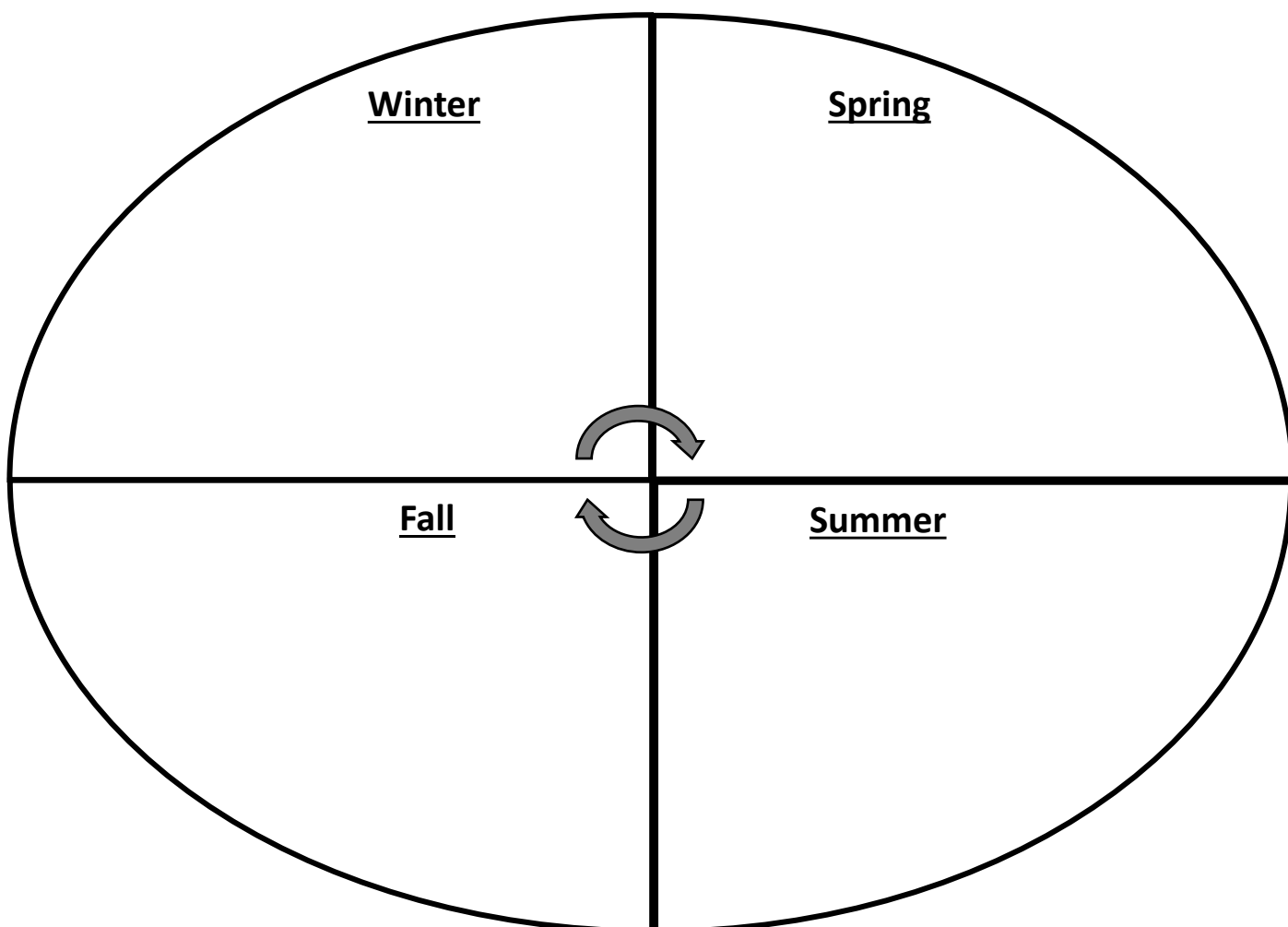
Spring:

Summer:

Fall:

Winter:

Draw a picture of your favourite thing to do in each of the seasons.



Blackline Master 6

St. Laurent Timeline

<u>The First Nations</u> were here first	<u>1730s–French Explorer</u> La Verendrye	<u>1824–The Metis</u> moved here from Pembina
Draw a picture of the First Nations living here:	Draw a picture of a European Explorer:	Draw a picture of the first Metis arriving in St. Laurent:

As of <u>1850</u> , there were 12 families living in <u>St. Laurent</u>		
Draw a picture of <u>ice fishing/</u> <u>fishing in small boats:</u>	Draw a picture of <u>hunting/trapping/trading furs:</u>	Draw a picture of <u>farming/gardening/berry</u> <u>picking:</u>

1870 <u>Red River Resistance</u>	<u>Throughout the 1900s</u> St. Laurent	<u>St. Laurent Today</u>
Draw a picture of more Metis coming to live in St. Laurent:	Draw a picture of a log house beside a modern-day house:	Draw a picture of St. Laurent life and culture today:

Comparing Life in St. Laurent Today to Life in the 1820s

The following information may be used to help complete BLM#7 below.

Adult help/supervision is recommended.

The Metis People of St. Laurent, Manitoba: An Introductory Ethnography

By Guy Albert Sylvestre Lavallee, June 1988

<https://open.library.ubc.ca/cIRcle/collections/ubctheses/831/items/1.0097651>

	PDF Page Number	Paper Page Number
Clothing	pg 47-49	pg 37-39
Shelter	pg 40-44	pg 30-34
Work	pg 97-98	pg 87-88
The Work of Metis Women	pg 98-100	pg 88-90
The Work of Metis Men (Fishing)	pg 112-117	pg 102-107
Materials	pg 52-53	pg 42-43
Food	pg 44-47	pg 34-37
Recipes	pg 54-56	pg 44-46

Comparing Life in St. Laurent Today to Life in the 1820s

After watching the videos on life in the 1820s, think about what is the same and what is different.

Area	Same	Different
Clothing		
Shelter		
Work		
Materials		
Food		

Michif-French Vocabulary Builder

Choose 3 words from the video to represent in English, Michif-French, and in a picture.

Word in English	Word in Michif-French	Draw a Picture Representing the Word

Commercial Fishing Video Reflection

As you watch the video about commercial fishing near St. Laurent, make notes on or draw pictures of what you see, hear, feel, and think.

<p><u>I see:</u></p>	<p><u>I hear:</u></p>
<p><u>I feel:</u></p>	<p><u>I think:</u></p>

Trip Planner to St. Laurent

I have decided to go to St. Laurent because: _____

It is _____ kilometres from my home community to St. Laurent. The total kilometres to and back from St. Laurent will be _____.

It will take _____ hours/minutes to drive to St. Laurent.

I will leave at _____ AM/PM on _____.

I will return at _____ AM/PM on _____.

=====

This is a picture of what I hope to see in St. Laurent:

Links to related activities:

Gabriel Dumont Institute: Metis Museum resources

- N is for New Nation map: [The Virtual Museum of Metis History and Culture \(metismuseum.ca\)](http://metismuseum.ca)
- I is for Infinity Flag: [The Virtual Museum of Metis History and Culture \(metismuseum.ca\)](http://metismuseum.ca)
- B is for Beadwork: [The Virtual Museum of Metis History and Culture \(metismuseum.ca\)](http://metismuseum.ca)

Grade 4 St. Laurent—A Living Culture Rubric

Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)
Social Studies—Knowledge and Understanding	Student skillfully and objectively synthesizes, organizes, represents, and connects the important and significant vocabulary and information about <u>the people, culture, and land in St. Laurent's past, present, and future.</u>	Student accurately synthesizes, organizes, represents, and somewhat connects important vocabulary and information about <u>the people, culture, and land in St. Laurent's past, present, and future.</u>	Student requires occasional teacher or peer support to determine relevant information, accurately synthesize, organize, represent, and connect appropriate information about <u>the people, culture, and land in St. Laurent's past, present, and future.</u>	Student requires considerable, ongoing teacher support to determine relevant information, accurately synthesize, organize, represent, and connect appropriate information about <u>the people, culture, and land in St. Laurent's past, present, and future.</u>
Social Studies—Research and Communication	Student collects relevant and important information from various sources, accurately & comprehensively records, organizes, and innovatively communicates information and ideas about the people, culture, and land in St. Laurent's past, present and future.	Student collects relevant information, accurately records, organizes, and communicates information and ideas about the people, culture, and land in St. Laurent's past, present and future.	Student requires occasional teacher or peer support to collect, record and/or communicate appropriate information about the people, culture, and land in St. Laurent's past, present and future.	Student requires considerable, ongoing teacher support to collect, record and/or communicate appropriate information about the people, culture, and land in St. Laurent's past, present and future.
Social Studies—Critical Thinking and Citizenship	Student questions, analyzes, draws conclusions, and reflects on the people, culture, and land in St. Laurent's past, present and future.	Student considers, questions, and reflects on the people, culture, and land in St. Laurent's past, present and future.	Student requires occasional teacher or peer support to consider, question, and/or reflect on the people, culture, and land in St. Laurent's past, present and future.	Student requires considerable, ongoing teacher support to consider, question, and/or reflect on the people, culture, and land in St. Laurent's past, present and future.
Language Arts—COMP. Reading	Student uses strategies and cues before, during, and after reading to develop understanding of the people, culture, and land in St. Laurent's past, present and future.	Student uses strategies and cues with some prompting before, during, and after reading to develop understanding of the people, culture, and land in St. Laurent's past, present and future.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after reading to develop understanding of the people, culture, and land in St. Laurent's past, present and future.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after reading to develop understanding of the people, culture, and land in St. Laurent's past, present and future.
Language Arts—COMP. Listening & Viewing	Student uses strategies and cues before, during, and after listening and viewing to develop understanding of the people, culture, and land in St. Laurent's past, present and future.	Student uses strategies and cues with some prompting before, during, and after listening and viewing to develop understanding of the people, culture, and land in St. Laurent's past, present and future.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after listening and viewing to develop understanding of the people, culture, and land in St. Laurent's past, present and future.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after listening and viewing to develop understanding of the people, culture, and land in St. Laurent's past, present and future.
Language Arts—COMM. Writing	Student uses strategies and cues to generate, communicate, revise, and <u>organize</u> thinking, <u>ideas, and information</u> about the people, culture, and land in St. Laurent's past, present and future with very few <u>convention</u> errors.	Student uses strategies and cues with occasional prompting to generate, communicate, revise, and <u>organize</u> thinking, <u>ideas, and information</u> about the people, culture, and land in St. Laurent's past, present and future with some <u>convention</u> errors.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, communicate, revise, and <u>organize</u> thinking, <u>ideas, and information</u> about the people, culture, and land in St. Laurent's past, present and future and correct <u>convention</u> errors.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, communicate, revise, and <u>organize</u> thinking, <u>ideas, and information</u> about the people, culture, and land in St. Laurent's past, present and future and correct <u>convention</u> errors.

Language Arts— COMM. Speaking and Representing	Student uses strategies and cues to generate, revise, organize, and clearly and creatively communicate, thinking, ideas, and information when speaking and presenting about the people, culture, and land in St._Laurent's past, present and future.	Student uses strategies and cues with occasional prompting to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about the people, culture, and land in St._Laurent's past, present and future.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about the people, culture, and land in St._Laurent's past, present and future.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about the people, culture, and land in St._Laurent's past, present and future.
Language Arts— Critical Thinking	Student insightfully interprets facts, analyzes viewpoints, and can draw a conclusion about the people, culture, and land in St._Laurent's past, present and future.	Student interprets evidence, analyzes viewpoints, and can draw a conclusion with occasional prompting about the people, culture, and land in St._Laurent's past, present and future.	Student requires occasional teacher or peer support to interpret evidence, analyze viewpoints, and/or draw a conclusion about the people, culture, and land in St._Laurent's past, present and future.	Student requires considerable, ongoing teacher support to interpret evidence, analyze viewpoints, and draw a conclusion about the people, culture, and land in St._Laurent's past, present and future.
Arts Education— VISUAL ARTS	Student designs and creates original drawings that include important and relevant historical, cultural, and/or geographical details about the people, culture, and land in St._Laurent's past, present, and future.	Student designs and creates drawings that include important and relevant historical, cultural, and/or geographical details about the people, culture, and land in St._Laurent's past, present, and future.	Student requires occasional teacher or peer support to design and create drawings that include important and relevant historical, cultural, and/or geographical details about the people, culture, and land in St._Laurent's past, present, and future.	Student requires considerable, ongoing teacher support to design and create drawings that include important and relevant historical, cultural, and/or geographical details about the people, culture, and land in St._Laurent's past, present and future.
Mathematics— Knowledge and Understanding	Student accurately and clearly determines and communicates distance from home community to St._Laurent and times and dates of departure and arrival.	Student determines and communicates distance from home community to St._Laurent and times and dates of departure and arrival.	Student requires occasional teacher or peer support to determine and communicate distance from home community to St._Laurent and times and dates of departure and arrival.	Student requires considerable, ongoing teacher support to determine and communicate distance from home community to St._Laurent and times and dates of departure and arrival.
Mathematics— Mental Math and Estimation	Student efficiently and flexibly chooses and uses mental math and estimation strategies to determine distance to and from St._Laurent from home community.	Student chooses and uses mental math and estimation strategies with some prompting to determine distance to and from St._Laurent from home community.	Student requires occasional teacher or peer support to choose and use mental math and estimation strategies to determine distance to and from St._Laurent from home community.	Student requires considerable, ongoing teacher support to choose and use mental math and estimation strategies to determine distance to and from St._Laurent from home community.
Mathematics— Problem Solving	Student initiates and/or refines and explains strategies used to determine distance to and from St._Laurent from home community and write departure and arrival times and dates.	Student chooses and explains, with some prompting, strategies used to determine distance to and from St._Laurent from home community and write departure and arrival times and dates.	Student requires occasional teacher or peer support to choose and explain strategies to determine distance to and from St._Laurent from home community and write departure and arrival times and dates.	Student requires considerable, ongoing teacher support to choose and explain strategies to determine distance to and from St._Laurent from home community and write departure and arrival times and dates.